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ABSTRACT

The story of the bilingual education program in the United Consolidated School District (UCSD) of Webb County, Texas, began with testimony given by witnesses at the U.S. Commission on Civil Rights' San Antonio hearing (December 9-14, 1968). This testimony dealt with the devasting effect of common educational practices upon Mexican American children in the Southwest. The last witness, however, was the UCSD superintendent who described his district's bilingual program, its conception, and the results. The program was designed: (1) to enable the Spanish speaking child to progress normally by instruction in his native tongue while, at the same time, teaching him the English language; (2) to take advantage of his knowledge of Spanish language and culture to broaden the education of all of the children, including Anglos; and (3) to create an atmosphere in the classroom conducive to more wholesome self-concepts and relationships among the students. Included were examples of the leadership exhibited by this district and suggestions for other districts attempting bilingual education programs, soliciting support from the community and beginning the program although conditions may not be ideal. (HBC)

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A BILINGUAL APPROACH: EDUCATION FOR UNDERSTANDING

The story of the bilingual program of education in the United Consolidated School District of Webb County, Texas.

JANUARY 1970

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SOUTHWEST INTERGROUP RELATIONS COUNCIL, INC.
1503 Guadalupe – Suite 206
Austin, Texas 78701

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1503 Guadalupe, Suite 206
Austin, Texas 78701

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INTRODUCTION

The purpose of the Southwest Intergroup Relations Council, Inc., is to promote "equality of opportunity for and mutual understanding, respect, and cooperation among all of the people and groups of the Southwest." A private, non-profit, educational and charitable agency, it is incorporated in Texas and works in an eight-state region including Arizona, California, Colorado, Nevada, New Mexico, Oklahoma, Texas, and Utah. Among its members are American Indians, Mexican-Americans, Afro-Americans, Anglo-Americans, and representatives of other ethnic groups. The membership includes persons of different age groups, religions, political affiliations, and economic conditions.

This is the first of a projected series of "Leadership Reports." Each of these reports is to tell the story of some instance of notable leadership which has affected in a positive way relations between two or more of the groups of the Southwest with which S.I.R.C. is concerned. The reports will be drawn from many fields of endeavor.

In the culturally pluralistic Southwest the challenge to educators is both formidable and exciting. Education of their children to fulfillment of their true potential is a vital concern of every group in the region. We are pleased, therefore, to begin the series with this report on an example of educational leadership sensitive to issues of intergroup relations.

The report was written by our Executive Director, Edwin Stanfield, after he attended hearings of the U. S. Commission on Civil Rights in San Antonio, December, 1968, visited the United Consolidated School District in the Fall of 1969, and interviewed several other educators.

Mario Obledo, President
Southwest Intergroup Relations Council

January, 1970

A BILINGUAL APPROACH:
EDUCATION FOR UNDERSTANDING

Witnesses at the San Antonio hearings of the U. S. Commission on Civil Rights, December 9-14, 1968, poured forth a depressing stream of testimony concerning the devastating effect of common educational practices upon Mexican-American children in the Southwest region.

One witness, Dr. Jack Forbes of the Far West Laboratory for Educational Research and Development, pointed out that since the 1870's schools in the Southwest "have not been neutral, culturally speaking. Those schools have been controlled by the Anglo-American population and the curricula throughout have been Anglo in character."

> ...this kind of school quite obviously has not been good for Mexican-American children. The same kind of school has not been good for American Indian children. It has not been good for other non-Anglo children. It tends to lead to a great deal of alienation, a great deal of hostility. It tends to lead also to a great deal of confusion, where the child comes out of that school really not knowing who he is, not knowing what he should be proud of, not knowing what language he should speak other than English, being in doubt as to whether he should completely accept what Anglo people have been telling him and forget his Mexican identity, or whether he should listen to what his parents and perhaps other people have said and be proud of his Mexican identity.

The audience, mainly Mexican-American, heard Dr. Manuel Ramirez, child psychologist from Rice University in Houston, speak of the frustration and inner conflict experienced by Mexican-American youngsters whose heritage is almost totally rejected by the schools they attend.

> Does the student reject the teachings of his parents or does he reject the teachings of his teachers...his employers, new-found friends? What does he do?
>
> ...what happens, then, is that students that have identified with the Anglo culture and rejected the Mexican-American culture experience a lot of conflicts with their parents. They become alienated from their parents. They experience a lot of health problems, and guilt and anxiety.

The Commission heard Mexican-American students from schools in different parts of Texas testify that they were punished, often by detention after school, for speaking Spanish anywhere on the school grounds.

They heard repeatedly of dominance of school boards by Anglos and of Anglos' holding nearly all administrative positions, even in districts that were heavily Mexican-American.

They heard Dr. George I. Sanchez of the School of Education of the University of Texas at Austin say that it is normal practice to retain Spanish-speaking children in the first grade for two or even three years, because of deficiency in English -- while instruction goes on entirely in English. He added that this policy is psychologically ruinous and without pedagogical reason.

They heard that there are no Mexican-Americans on Texas' textbook selection committee, that the University of Texas offers not a single course "to prospective teachers that would prepare them to meet these challenges in the public schools," that no textbook of Texas history on the State's adopted list adequately deals with the Hispanic heritage of Texas.

By the end of the second day of such testimony people in the audience were limp with a weariness both physical and emotional. Introduction of the final witness promised little relief. Superintendent of a school district in an overwhelmingly Mexican-American county just this side of the Rio Grande, he was an Anglo and seemed to be in his fifties. Perceiving him as "typically Texan" his Mexican-American hearers expected this last witness only to add to their misery by painting in still a few more lines in the bleak picture of education that had been drawn for them.

His appearance proved deceptive. He introduced himself as Harold C. Brantley and said that he was in his seventh year in his present position as administrator of the United Consolidated School District of Webb County. He turned out to be an enthusiastic advocate of bilingual education. For five years his school district had been operating a bilingual program, which, by that time, included every pupil in the system up through the fifth grade. He told the Commission that the United Consolidated School District (U.C.S.D.) was created by the joining of three common school districts which made up almost all of Webb County other than the City of Laredo. His district covered 2,440 square miles, he said, adding the irresistible boast, graced with a grin, that it was "forty square miles larger than the State of Delaware."

At that time the district had 987 pupils enrolled. Mexican-American children comprised about 47 percent of this number. Almost all the rest were Anglos, with only a handful of black children enrolled. The bilingual education program was operative in all three of the elementary schools run by the district. One of these schools had only 20 students; they were in four grades and 15 of them were Mexican-Americans. It was some 30 miles north of Laredo. Another, 12 miles south of Laredo, had 50 students in six grades, and all but six of them were Mexican-Americans. The largest school, Nye Elementary in the northern outskirts of Laredo, had 484 pupils. Mr. Brantley estimated it to be 55 to 60 percent Anglo.

United Consolidated School District began its bilingual education program, Brantley said, in the Fall of 1964. In the Spring of that year he had spent two weeks in Dade County, Florida, observing a program funded by the Ford Foundation which had been started there in September, 1963, for the benefit of Cuban refugees. Brantley introduced bilingual

education in his first grade classes, and then the next year U.C.S.D. added the second grades to the bilingual program while continuing this approach to youngsters entering first grade. Each ensuing year saw the next higher grade taught in both languages.

Mr. Brantley explained that instruction was bilingual for all of the children in those grades, Anglo as well as Mexican-American. At the time the program was started no suitable teaching materials were available, but the district did have a number of bilingual teachers. Because the district was new and, at the time, unaccredited, Brantley had an early conversation about the proposed bilingual program with the Director of Accreditation of the Texas Education Agency. The official was sympathetic, but when Brantley asked him where they could find materials, he replied, "Well, I have to tell you that there are no materials available that I know of. But we would be interested in seeing what you people could come up with."

The materials then being used in the Dade County program were not suitable to Webb County. The Cuban refugees in Florida were from an upper-middle-class socio-economic background, and in many cases they had brought their teachers with them. So teachers in the Webb County program simply began. They improvised their own materials and translated texts. Later they utilized material secured from the Federal Education Ministry of Mexico.

"The only place that we knew...to start," Brantley told the Commission, "was just where we were with what we had." He said that he had been invited to many conferences all over the country to describe their program and that he always told his fellow educators, "Don't wait until you get every condition ideal. Don't wait until you get all of the people you need. Don't wait until you get all of these people who

are going to work in this program to become perfectionists in the field of linguistics. And don't wait till you have an abundance of instructional materials." Then he added, grinning, that what he had actually said to an audience the preceding week was: "Don't wait until you get all of the coons up one tree to start, just get with it and start!"

Asked how Anglo parents in the district felt about the program, Brantley replied that some of the strongest supporters were Anglos. He explained that many people in the school district were connected with the Air Force and had traveled all over the world; their children had gone to school in many different countries. "And these people recognize," he said, "how important it is to be able to converse with someone else who doesn't speak your language."

Asked by the Commission's Acting General Counsel, "What are the advantages of the bilingual program for the Mexican-American child?", Brantley chided the questioner good-naturedly for asking a "rhetorical question." Then he outlined three objectives of the program:

First, of course, it is designed to enable the Spanish-speaking child to progress normally by instructing in his native tongue and, at the same time, teach him the English language.

Second, it is designed to take advantage of his knowledge of Spanish and his different culture to broaden the education of all of the children, including Anglos. On this point, Brantley said, "I don't feel like a kid's ability to speak Spanish is a detriment. I think it is an asset....It is merely our responsibility as educators to turn this asset that these kids bring to us, where it not only becomes an asset to them, but can become an asset to the little blue-eyed, blond-haired Anglo."

Third, it is designed to create an atmosphere in the classroom conducive to more wholesome self-concepts and more wholesome relationships among the children. "Now, can you begin to see what this does for the stature of this little kid that comes from this other culture in this other language?" asked Brantley. "When he is made to feel like he can do something that somebody else can't do, and that he has something that this other little kid wants to learn about?"

Warm applause met the conclusion of Mr. Brantley's testimony. The Reverend Theodore M. Hesburgh, President of Notre Dame University and now Chairman of the Commission on Civil Rights, congratulated Brantley: "You have cut the Gordian knot."

Professional educators have, almost literally, beaten a path to the door of Superintendent Brantley's office in United High School. By 1969, twenty-eight bilingual programs were operating in Texas. Every one of them has sent observers to the United Consolidated School District at one time or another. Directors of programs from places as far away as New York City and Los Angeles have come to observe and ask questions. Mrs. Dolores Alvarado Earles, director of the U.C.S.D. program, has a map of the United States with 163 points marked on it, representing the places from which visitors came in the 1968-69 school year alone.

There is something astonishing about the fact that such leadership has come from such a school district. To begin with, until the 1969 session of the Texas Legislature, use of any tongue other than English as a language of instruction was prohibited by State law. The U.C.S.D. operated its program for five years under special dispensation from the State Attorney General.

Second, some people in the City of Laredo view the U.C.S.D. as a doughnut of suburban affluence around a hole of urban poverty. Laredo is a city of 71,512 people, about 95 percent Mexican-American, with a school population which is close to 99 percent Mexican-American. The Texas Employment Commission estimates that ten thousand of Laredo's citizens are migrant farm workers, but local poverty warriors say that estimate is low. Laredo, unlike other slum-ridden, slum-hidden cities, has too many substandard homes to keep them all out of sight. There are 83 miles of paved streets in Laredo -- versus 135 miles which are unpaved; no storm sewers and few curbs, so when it rains the water stands hubcap deep in many streets. The Laredo Independent School District, with sixteen times as many pupils according to scholastic census figures (18,000 to U.C.S.D.'s 1,100), has a property valuation just three times as great ($80 million to $28 million).

In the Fall of 1969, U.C.S.D.'s enrollment was up to about 1500. Laredo Air Force Base completed 400 housing units on the base during the summer of 1969 and sent about 500 new pupils into the district's schools in September, increasing U.C.S.D.'s enrollment by 56 percent. But, of course, Federal impaction funds pay for additional costs. (There was -- and there still is -- considerable resentment in Laredo over formation of the United Consolidated School District, as well as over the Federal side-stepping of the poverty-stricken Laredo Independent School District by Laredo Air Force Base personnel.) Now only about 35 percent of U.C.S.D.'s students are Mexican-Americans, and only 180 children, less than 12 percent, are from families classified as "poor" by Federal standards. So it is indicative of remarkable leadership that the first departure from the Texas tradition of English-only education has come from a comfortably middle-class school district.

Moreover, a superficial observer, visiting United High School and the office of the Superintendent, could easily suppose himself to be in a bastion of conservative values: A plaque in the entryway of the modern school plant proclaims it to be "The first high school in Texas designed to afford fallout protection for our young citizens of tomorrow." Mr. Brantley's clerical staff works beneath a droll sign: "IN THE EVENT OF ATOMIC ATTACK, ALL RULES AGAINST PRAYING IN THIS SCHOOL ARE INDEFINITELY SUSPENDED." A sampler on the wall behind the Superintendent's desk proclaims the bucolic sentiment, "Patience is a tree whose root is bitter -- but the fruit is sweet." On another wall is a matching "In the hum of the marketplace there is money, but under the cherry tree there is rest."

If he is there on the right day, the visitor is likely to find himself the guest of Mr. Brantley at the weekly luncheon meeting of the Laredo Rotary Club, of which he is a past president. It is he who leads the club in pledging allegiance to the flag and singing "America."

To some skeptics it comes as a mild shock, then, to learn that in this case espousal of such sentiments seems to be not a smoke screen for the status quo, but inspiration for improvement. The enthusiasm of the staff and faculty of the United Consolidated School District for their experiment is notable. So is their sensitivity to the needs of children.

Mr. Brantley explains an important difference between their bilingual program and most others: Most are designed mainly for the Spanish-speaking children, to teach them English as a second language while beginning basic instruction in their native tongue. The U.C.S.D. program involves rather the teaching of the core curriculum in English and Spanish concurrently, to English-speaking and Spanish-speaking children

alike. This does two things, he reiterates: (1) It broadens the perspective of Anglo children, giving them a more accurate and wholesome picture of their place in the scheme of things. (2) It "warms the culture" into which the Spanish-speaking child is to be brought.

Speaking of the effect of the program on Anglo children and their parents, Brantley says, "We as human beings fear the things we do not know and understand." By use of Spanish and Mexican historical and Hispanic cultural materials, respect for that history and culture is made both implicit and explicit to all the children, thus reducing fear of the "different" and anxiety and hostility, which are its by-products.

The institution of their program of bilingual education was not a one-shot, coldly professional attempt to deal with the "problems" of Spanish-speaking children. Brantley explained that he has been in school administration for 38 years and this is the first time he has been able to get the community support necessary to do what he wanted to do. "I was run out of one school district," he remarked, "because I was dumb enough to suppose that 'Meskin' girls had as much right to be elected cheerleaders as anybody. An irate Anglo mama whose daughter was not elected cheerleader vowed that she would get rid of me within a year. And she did."

Students' paintings with blue or red ribbons attached are prominently displayed in the halls of United High School. The large art department is a beehive of activity under the direction of Mr. Manuel Falcón. Brantley pointed to a painting of two Mexican children leading a burro. "This was done by a youngster named Beto Garza," he said. "He was the oldest of eight boys in a fatherless family. There is no doubt in my mind that he would have dropped out, if it had not been for this. He had no status among his peers, you see, because of language

difficulties. When he started school, everything was spelled out in English. So we spotted him and got him interested in art. He did this when he was in the seventh grade. It won a prize. It gave him confidence. Now he is all-district in both football and basketball." Brantley indicated another beribboned pastel painting. "The girl who did that is now studying at Columbia on a scholarship," he remarked. "And the girl who did this one," he added, "is on a scholarship at the University of California."

Then, gripping his visitor's arm and looking him hard in the eye to emphasize his point, Brantley explained, "It makes no difference whether you paint in Spanish or English. We put a lot of emphasis on music, too. It makes no difference whether you blow a horn in English or Spanish. To achieve, to be appreciated is as much a necessity as food, clothing, and shelter."

Not that the district neglects bodily needs. Brantley had told the U. S. Commission on Civil Rights that some of the children in his district travel 55 miles each way to get to and from school. "The first thing that these kids do when they get to school is go and eat breakfast," he said. "They have been on the bus for about an hour and a half, and two hours some of them. And it doesn't matter whether they have the money to buy their breakfast or not, they go and eat breakfast." The school district was one of the first pilot districts in the Federal school breakfast program. It operates in all three elementary schools and the junior high school.

Brantley will frequently direct a principal to fill out a purchase order for clothing that some child needs. "We can do those things because we are small," he acknowledges. Even with a 56 percent increase in enrollment in 1969-70, because of the pupils from Laredo Air Force

Base, the number of students is small enough for teachers and staff members to know every child as an individual and to be aware of his needs, educational or physical.

"I want no part of anything big," Brantley says. "Only the strong can surface in a high school of 1500 or 2000 students. Our teachers know all the kids. And the principals know all the parents." (The pupil-teacher ratio in the district averages 21 to 1. It ranges from 26 to 1 in Nye Elementary to 18 to 1 in junior high school.)

Unconsciously illustrating his point to his visitor, the Superintendent mentioned that he would have to leave soon in order to drive fifty miles before five p.m. On a road map he indicated a thin, broken line representing a very unimproved road. The place he was going was twenty miles from the paved highway. There were two children living there, he said, whose father worked on a ranch some ten miles from the farthest point reached by the school bus. Brantley was going personally to ask the ranch owner to provide the children with transportation to the bus stop. The school system would pay the operating expenses.

"I was out there a few days ago," Mr. Brantley said, laughing. "I got there about eight p.m. and discovered that the rancher is in his nineties and retires at five o'clock! So I'm going back."

He indicated another point on the other side of the county and far to the north, which was as far as the school bus went in that direction. "Last year we had a family that lived 27 miles beyond that point," he said. "The district paid eight cents per mile for the parents to drive the children to the bus and return home in the morning, then drive to meet the bus and return home in the afternoon - a fifty-four mile round-trip twice each day."

Teachers and other administrators echoed this enthusiasm and intense caring for children. The drop-out problem was felt in warmly human

terms: in response to an inquiry about one particularly striking painting, Mr. Falcón, the art teacher, responded as though he were speaking of a deceased student: "It was done by a girl in one of my classes last year. But we lost her."

The director of the bilingual program, Mrs. Earles, emphasized that they see the program not as a solution to a problem of some of their students, but as good education for all of them. Ability to use two languages gives any child better equipment to think and learn. She adds, smiling, "We abbreviate 'bilingual-English-and-Spanish' as BLES, and we really think of those who are as BLESsed."

She agreed with Mr. Brantley's comment that the practice, in Texas schools, of detaining Spanish-speaking children in the first grade for an additional year, or even two, until they acquired facility in the sole language of instruction was "expecting of them the impossible." "I know!" says Mrs. Earles. "When I was hired as a first grade teacher I was forbidden to speak to the children in Spanish." This procedure, she explained, was not only devastating to children in the primary grades who came from Spanish-speaking homes, but those who survived to high school were then thought by their peers to be stupid because they could not use their "own" language. But they had neither read nor written their native tongue! "They are looking all over Texas for bilingual teachers now," she adds. "They are beginning to realize both the damage done to the children and the loss to the State by forcing Mexican-Americans to be mute in Spanish."

Mrs. Earles feels that the absence of special materials has been overcome by the design of their program. (Such materials are now in the process of development at the Southwest Educational Development Laboratory in Austin, Texas.) The U.C.S.D. is fortunate in having a large

number of bilingual teachers, and they employ a number of bilingual teacher-aides -- parents and others from the community who are not professional teachers. "Concurrent" bilingual teaching means that the teacher says something in English, then repeats it in Spanish at once. "We are teaching children," says Mrs. Earles, "not books."

Mrs. Earles speaks with pride of the tolerance and understanding which prevail in their classrooms. No longer are accents and differences of inflection or pronunciation thought to be "funny." The difficulties and advantages of both languages are shared.

Mrs. Bordelon's first grade class is strikingly cosmopolitan. There are two black children who have spent most of their lives in Germany. A little Anglo girl was born in Japan. Just two weeks in school, they stand and give visitors a double greeting: "Good morning, Mr. Roberts." "Buenas dias, Senor Roberts."

It is the first hour of the morning, and Mrs. Bordelon announces that they will pledge allegiance to the flag. "Do not worry if you do not know it yet," she says to the children. "We know that some have never spoken Spanish before, just as some have spoken little English before." They then proceed to recite the Pledge of Allegiance, first in English, then in Spanish. "Thank you," says the teacher, and the children respond, "You're welcome." "Gracias," she says, and they respond, "De nada."

Little Cathy, literally a "blond-haired, blue-eyed Anglo," is asked to sing "Ten Little Indians" in Spanish. She stands before the class and the visitor, hesitates, and tears well up. Mrs. Bordelon gently calls upon two Spanish-speaking girls to stand and hold her hands, one on each side, and sing with her. Then, a few minutes later, when the teacher calls for someone to supply a number in Spanish and Cathy raises her

hand, Mrs. Bordelon calls upon her. Cathy succeeds and is warmly praised. She beams!

The children are given a lesson in gecgraphy. "Where are we now?" asks Mrs. Bordelon. "In Nye School," say the children in unison. "...and Texas is in what country?" "United States," say the pupils. "What is the capital of Texas?" "Austin is the capital."

Then the process is repeated in Spanish: "...En la escuela Nye!" "Y la Texas es en que pais?" "En los Estados Unidos...." "Y la capital de Texas es...?" "Austin es la capital!"

In Mrs. Garcia's second grade classroom are displayed posters saying, "Bienvenidos a la Escuela Nye" and "Viva la independencia -- el 16 de Septiembre." Mrs. Garcia dictates, "My dog is big." Steven writes a translation on the blackboard: "Mi perro es grande." The teacher then says, "Write in English, 'Pepe tiene un libro verde.'" And Steven prints "Joe has a green book." Asked to read aloud the sentence in Spanish, he has difficulty with "verde", but only because his two upper front teeth are missing.

Mrs. Garcia's children, only two weeks into the second grade, are able to spell, from dictation, such tricky Spanish words as cocina, queso, centavo, and gente. They will be translating whole paragraphs, both ways, by the end of the year, Mrs. Garcia explains. They use a Spanish reader from Mexico.

A little girl who had come from Mexico, and spoke no English at all when she entered the first grade, recited a lengthy English poem flawlessly and with no accent.

Asked whether she had noted any improvement in relationships among the pupils, Mrs. Garcia commented on the absence of cliques. She pointed

to two Anglo boys working naturally, easily, with a Spanish-speaking youngster. "It was not so when I was in school," she said. "Just naturally those of us who could speak Spanish, as well as some English, stuck together; and those who could speak only English stayed to themselves."

Asked about the response of parents, Mrs. Garcia told of two Anglo parents who had come to complain that their children were not learning Spanish. They had been unable to get the youngsters to "perform" for visitors at home. They went away convinced, amazed at their children's facile use of Spanish in class.

The bilingual program of the United Consolidated School District is not without its problems and critics. Mrs. Earles expresses concern that the English-speaking children, while they are learning well to read, write and translate Spanish, cannot speak it as well as they should. And the influx of children in the 1969-70 school year, many of whom entered at grades three-to-six having no previous bilingual instruction, has created difficulty.

One educator, director of a bilingual program in another school system, argues that "concurrent instruction" in Spanish and English makes for superficial education. It concentrates on the mechanics of reading and speaking, she says, and fails to enrich thinking and learning through reading. In most Spanish-speaking areas, she maintains, the children are deficient in experiences -- unlike the majority of kids in the United Consolidated School District. They are verbally underdeveloped in their native Spanish. It is better to instruct them in Spanish for grasp of basic concepts, then supplement that instruction in English for mastery of the second language. "To have a second language is an 'in'

thing, now," she scoffs, and explains that she suspects the Spanish-speaking children of the U.C.S.D. are being used to help Anglo kids acquire Spanish -- at the expense of good education.

Victor Cruz-Haedo was Elementary Supervisor for the U.C.S.D. when the bilingual program was begun. He designed it. Subsequently he has taken a position in the International and Bilingual Education Division of the Texas Education Agency. He says that the important thing in bilingual education is to maintain communication at all times. He cites examples of the values of "concurrent" teaching, but has come to believe that there should be some division between English-speaking and Spanish-speaking children in some portions of their instruction in both languages. "If a child is limited in English," Mr. Cruz-Haedo says, "all of his conceptual development should be in his native tongue. He will then do better in English. Children who are Mexican nationals, who come to the United States with ability to read and write in Spanish, get along better in Texas schools than Spanish-speaking natives of Texas -- because they know what reading is all about."

There are many, of course, who argue that the time and effort involved in teaching a second language to children in the primary grades detracts from their learning of "the three R's." The fact is that, while achievement testing of a bilingual education program is hard to do and not enough of it has been done, measurements that have been taken indicate that learning and use of a second language take nothing from achievement in the basic curriculum -- and may cause improvement. A study of mathematics achievement in the U.C.S.D. program, conducted by Mr. Reynaldo Trevino, showed that those who learn math in two languages do better than those instructed in only one language. Studies of the Miami program indicate that students in a bilingual program at

least do as well as others in the standard subjects, meanwhile attaining the advantage of a second language.

It is scarcely a criticism of the U.C.S.D. program that it cannot be taken as an exact model for other districts. "It can't be duplicated," says one observer, because most school systems do not have bilingual teachers ready at hand, and most of the schools in the Southwest which have the greatest sense of need for bilingual education are predominately Mexican-American. That is all true. In the San Antonio Independent School District, which recently began an experimental bilingual education program with Elementary and Secondary Education Act (Title VII) funds, virtually all of the students involved are Mexican-Americans. Yet, according to Dr. Theodore Andersson, director of the Bilingual Design Project of the Southwest Educational Development Laboratory, Spanish-language instruction there is limited currently to 30 to 80 minutes per day. Teachers, educated under the English-only rule, lack confidence in Spanish. In California with more bilingual programs than Texas, the orientation is usually toward English-as-a-second-language, not two-way bilingual education of the kind found in the U.C.S.D. program. In fact, the Federal Bilingual Education Program, on which most school districts depend for needed funding of such programs, is frankly designed for non-English-speaking children, mostly those from low-income families.

Mr. Brantley and his staff readily acknowledge their fortuitous position: the low pupil-to-teacher ratio, the relatively high per-pupil expenditure ($528.29 per year) made possible by a high tax base, the small enrollment enabling personal knowledge of and attention to the needs of the children.

They also readily admit a constant need for adjustments and improvements. More than half of the children in the system in the 1969-70 school year were not in the program in the previous year. This has made it necessary to offer, in effect, Spanish-as-a-second-language to English-speaking children before they can handle concurrent Spanish-English instruction. (During the first two weeks of the 1969-70 school year a visitor saw a demonstration of bilingual ability by half of a third grade class made up of students who had been in the program for two years. The other half of the class, the newcomers, only watched.)

Least of all do they see their program as a perfect model for other districts. "I know you can't duplicate any program anywhere," says Superintendent Brantley. "There are too many variables."

But Mr. Brantley emphasizes and re-emphasizes two points:

First, school administrators must have the backing of the community for bilingual education. "Your superintendent," he says, "is not going to go around kicking sleeping dogs until he is assured that the community wants the program. He's only human." On this point Dr. Andersson agrees: "One basic thing -- unless parents and the community understand what is going on, the program is limited....It is a problem to explain the program both to Anglos, for whom it means better education, and to Mexican-Americans, to whom it is a desperate necessity."

Second, once you have secured community support, says Mr. Brantley, "<u>You can't wait</u>! You have to be stupid enough to back your ears and and start! And when problems come up -- solve them!"

The bilingual education program of the U.C.S.D. is notable for its recognition that the need for bilingualism is not one-sided. The program is not a matter only of doing justice toward Spanish-speaking children. In today's world, and especially in a border region, educational justice -- as well as national prudence -- virtually requires the goal of bilingualism on the part of Anglos. In places like Laredo and Webb County, those who speak only English are handicapped.

The U.C.S.D. also demonstrates sensitivity to the social and psychic needs of all children which education, more broadly defined, must meet. If you are to talk to a child you must speak a language that he understands; and, equally important in a bilingual and bicultural area, is the acceptance, the respect, the appreciation, the wholesome self-image imparted non-verbally -- to Anglo and Mexican-American alike.

There is a big difference between two-way bilingual education and second-language programs, as Dr. Mildred Dickeman, Chairman of the Department of Anthropology at Sonoma State College in California, has observed.

> You can use any language as an inferior idiom to assist students to learn the superior majority language without conveying respect for the student or his language....But you cannot agree to teach the language...to these well-off upper middle-class Anglo students without giving it respect. You have redefined the Mexican student by teaching his language to the Anglos. You have also redefined <u>teacher attitudes</u>, which is the crux of the matter. It is teacher attitudes more than any other factor which determine student outcome -- far more.

Thus, when a man like Harold C. Brantley holds his hand over his heart and pledges allegiance to "one nation, under God, indivisible, with liberty and justice for all," -- this is no routine exercise of patriotism or thoughtless conformity to expectation. He seems to perceive what he is saying, and he backs his understanding recitation with commitment in deed.